

## Attachment A (Part I & Part II)

# REAP Conservation Education Program Part I—Midterm and Final Report Form

An electronic version of this form will be available at [www.iowaee.org](http://www.iowaee.org).

*Please submit this completed form, along with Part II, via e-mail to [Salterberg@uni.edu](mailto:Salterberg@uni.edu)*

**Grant Recipient (organization name):** Polk County Conservation

**Project Title:** PARTY (Playful Active Recreation: Targeted for You)

**Report Prepared by:** Lori Foresman-Kirpes & Patrice Petersen-Keys

**Project Number:** 06-09      **Date Submitted:** December 4, 2006

**Check one:**  Midterm report (covering July 2005-Mar. 2006 activities) **DUE: Apr. 15, 2006**

Final report (covering Apr. 2006-Dec. 2006 activities) **DUE: Jan. 15, 2007**

Note: Your Final Project Billing Form and documentation will be due to the DNR (Kathleen Moench) on **Feb. 29, 2007**. See Grant Agreement, Attachment B.

### 1) Project summary

PARTY (Playful, Active, Recreation, Targeted for YOU) is a pilot program to get teens active in the outdoors through after-school programs. Through the PARTY program, five different outdoor skills curriculums, integrated with natural resource concepts, were developed. A Polk County Conservation naturalist piloted these curriculums to teens in the Des Moines metro area.

### 2) Objectives and activities

The REAP CEP Board expects all work outlined in your original proposal to be completed. At a minimum, briefly explain activities completed to date for the following, as well as the percent of total work completed to date. Add other objectives as you deem appropriate.

- 1) Provide middle and high school students with an opportunity to learn outdoor recreational skills
- 2) To teach environmental concepts using non-traditional methods
- 3) To encourage students to become more physically active
- 4) Public communications activities
- 5) Project evaluation

<b>EXAMPLE</b>	<b>Percent completed to date</b>
<p>#1: Market REAP CEP and workshops (i.e., public communications)</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>1) Seven news releases published in: Iowa Reading Association, Iowa Middle Level Educators and Iowa Recycling Association newsletters as well as in the Creston, Clear Lake, Dubuque and Davenport newspapers.</li><li>2) Two workshop announcements published in Iowa Environmental Council listserv and in Iowa Conservation Education Council newsletter</li></ol> <p><b>Additional explanation, if needed:</b> N/A</p>	80%

<p><b>#1:</b> Conduct a teacher in-service to educate after-school program facilitators about the PARTY grant programming opportunities</p> <p><b>Activities:</b> PCC naturalists met with coordinators of the two participating after-school programs and scheduled a teacher in-service time for promoting the PARTY grant to the instructors throughout the metro area. At the teacher in-service PCC provided the instructors with handouts detailing the 5 outdoor skills programs, which could be chosen for their groups. Contact information was also included on the sheet for instructors to call and schedule outdoor skills programs for the 2005-2006 school year. Several instructors scheduled programs at the in-service.</p> <p><b>Additional explanation, if needed:</b> This in-service was extremely beneficial in promoting the program to the afterschool group of educators and assisted in getting this pilot program off to an awesome start and getting facilitators to sign-up for the outdoor skills classes.</p>	<p>100%</p>
<p><b>#2:</b> Develop Outdoor Skills curriculum for middle school students</p> <p><b>Activities:</b> PCC naturalists identified 5 outdoor skills programs to develop and offer to the after-school programs. These programs include: GPS &amp; Orienteering, Snowshoeing/Cross Country Skiing, Winter Survival Hike, Fishing, and Canoeing</p> <p><b>Additional explanation, if needed:</b> The after-school coordinators indicated an outdoor skills curriculum would be beneficial in planning their yearly programming.</p>	<p>100%</p>
<p><b>#3:</b> Conduct Outdoor Skills programs with after-school programs for middle school students</p> <p><b>Activities:</b> PCC naturalists conducted over 37 outdoor skills programs from October 2005 to June 2006. Over 532 students participated in these outdoor skills. Many of the middle school students participating in the outdoor skills classes were inner city kids who had very little connection to the environment and outdoor activities. These outdoor skill activities encourage students to become more physically active and learn about environmental issues facing Iowa.</p> <p><b>Additional explanation, if needed:</b></p>	<p>100%</p>
<p><b>#4:</b> Develop an evaluation tool for the PARTY grant</p> <p><b>Activities:</b> PCC naturalists attended an Evaluation Strategies workshop held in Des Moines to assist with developing an effective evaluation tool for the PARTY grant. After attending this workshop, we decided to change the initial evaluation to a retrospective survey with pre and post questions on the same form. A 2 to 5 month evaluation was developed for participants receiving two or more outdoor skills classes in the 2005-2006 school year. See attachment for the evaluation sample and the tabulated results.</p> <p><b>Additional explanation, if needed:</b> Based on the Evaluation Strategies workshop and after discussion with Susan Salterberg, the PARTY outcomes were changed to be more effectively evaluated.</p>	<p>100%</p>

<p><b>#5: Public communications activities</b></p> <p><b>Activities:</b> 1. Marketed the PARTY curriculum opportunities to the Des Moines metro coordinators of the Chrysalis Foundation after-school program.  2. Marketed the PARTY curriculum to the Polk County ISU Extension after school program coordinators.  3. Des Moines Register wrote articles on the PARTY grant, promoting the outdoor skill opportunities for after school youth.  4. The Chrysalis Foundation filmed the winter survival hike PCC conducted to use for promotion of the SUCCESS program.  5. Currently collaborating with Polk County Extension Service, the Chrysalis Foundation, Solid Foundations and Inner City Youth Development on two grant extensions via the Department of Education for continuation of the Outdoor Skills after-school programming with students.</p> <p><b>Additional explanation, if needed:</b> Via the PARTY grant several new networking opportunities for youth and middle school programming has occurred.</p>	<p>100%</p>
<p><b>#6: Adapt outdoor skills curriculum based on the evaluation results and data</b></p> <p><b>Activities:</b> Collect and review evaluation data and comments and adjust programming accordingly to be most effective in teaching the outdoor skills, promoting an active lifestyle and bringing to light environmental issues facing Iowans.</p> <p><b>Additional explanation, if needed:</b> Several of the on-site educators reported “an outdoor skills curriculum would be helpful in future program planning”. The GPS and orienteering classes were the most requested outdoor skill program. We believe this is due to it being relatively new activity for many educators.</p>	<p>100%</p>
<p><b>#7: Grant transference to other entities.</b></p> <p><b>Activities:</b> PCC has already received requests from the partnering agencies to continue this program next year. PCC worked with the Des Moines Success program in writing a grant extending these outdoor skill opportunities for youth in the Summer months. PCC has partnered with the Des Moines Public Schools and is providing outdoor skills classes for a 9<sup>th</sup> grade Adventure-High School grant. PCC presented the PARTY program at the 2006 Fall IAN conference and, at the 2006 Midwest Regional Middle Level Conference. PCC will submit articles to local and statewide publications for information on the outdoor skills programming.</p>	<p>100%</p>

**3A) Are there changes in the direction of your project (i.e., something different than outlined in your grant proposal)?**

Yes       No       N/A

**3B) If you answered “No” or N/A to 3A, skip to Question #4A. If you answered “Yes,” please describe the change(s) below and explain the reason(s) for the changes. Note: Any major changes should be approved by the Board before they occur.** Contact CEP Contract Monitor, Susan Salterberg,

at [Salterberg@uni.edu](mailto:Salterberg@uni.edu) or 319-337-4816 to request changes. She will review them with the Board and communicate with grantees regarding Board decisions. If necessary, the CEP Board may contact grantees directly to discuss changes, although *Susan shall be your first contact*.

Based on the Fall 2005 Evaluation Strategies Workshop PCC naturalists attended, we discussed changing our Outcomes with Susan Salterberg. These changes allow the grant to be more effectively and realistically evaluated. Below are the new outcomes developed as well as the initial outcomes written in the grant.

**NEW -Outcomes** will be determined thru evaluations.

Students will gain an increased knowledge of an outdoor skill.

Students will share their experience of the new outdoor skill with family or friends.

Students will have an increased awareness of environmental issues in Iowa.

Students will attend a PCC sponsored activity, such as, a public program or outdoor skill activity.

Students will visit the PCC website for additional information on environmental issues and activities.

Students will visit a new park and participate in the outdoor skill.

### **OLD (Initial) Outcomes**

Students will encourage two family members or friends to join them in an outdoor activity.

Students will visit two new parks or recreation areas in the next six months.

Students will make personal choices that will help improve Iowa's environment.

Students will continue to participate in an outdoor activity six months after conclusion of the program.

As the program is implemented and results from the teacher and student evaluations are determined, adjustments to the curriculum and delivery methods will be made. The results will be included in the final report to the REAP/CEP Board.

4A) Is the project on schedule?     Yes     No

4B) If no, please explain:

5) Please briefly describe the contributions of third parties and of your organization to this project. A detailed accounting is not required, though the REAP CEP Board wants to ensure grantees provide a good faith effort to meet their proposed cash and in-kind matches.

Collaborating agencies include:

- **Polk County Iowa State Extension** – “*Show Em’ Watcha Got*” afterschool program – This agency contributed **almost \$1000 of in-kind contribution** for programming (see attachment)
- **The Chrysalis Foundation** provided on-site staff at all outdoor skill programming, contributed planning and scheduling time and use of additional vehicles for transportation service equaling approximately \$1580 (\$20/hr x 3 hr x 23 Chrysalis sponsored programs = \$1,380) \$1,380 staff in-kind and vehicle use \$200 = **\$1,580**.
- **Polk County Conservation** in-kind donation includes Project Coordinator time as well as travel time to steering meetings, grant meetings, use of office supplies and equipment, plus use of outdoor skills equipment, including but not limited to, canoes, fishing poles, snowshoes and binoculars and resource books for an **approximate total of \$7,000**.

6) What outputs and/or outcomes were identified? Please list each one and describe each in detail below. Note: If outputs and outcomes are not available for your midterm report, so indicate.

Be sure to include the outputs and outcomes outlined in your grant proposal, such as:

**Outputs:**<sup>1</sup>

Develop five outdoor skill curriculums

*Five outdoor skill curriculums have been developed. Based on evaluations changes/adaptations were made for the final report and to present at conferences.*

Involve 500 students in learning and doing at least one outdoor skill.

*580 students received outdoor skills experiential education as of June 2006.*

Involve 300 students in learning and doing three or more outdoor skills.

*338 students (of the 580) were taught two or more outdoor skills as of June 2006.*

Present at one or more environmental education conferences.

*PARTY presentation at the FALL I.A.N. statewide conference in Carroll County.*

*PARTY presentation at Midwest Regional Middle Level Conference in Ames.*

Write an article about PARTY and have it published in two professional newsletters.

*PARTY articles will be submitted to the ICEC and IAN Newsletters and the after school network group.*

**Outcomes:**<sup>2</sup>

**NEW -Outcomes** will be determined thru evaluations.

Students will gain an increased knowledge of an outdoor skill.

*Based on the pre-post survey given at the end of the program, there was a 44% increase in knowledge of the outdoor skill being taught that afternoon.*

Students will share their experience of the new outdoor skill with family or friends.

*Students are 41% more likely to share this experience with family or friends after attending the outdoor skills program.*

Students will have an increased awareness of environmental issues in Iowa.

*Students indicated a 36% increase in knowledge of environmental issues after the outdoor skills program.*

Students will attend a PCC sponsored activity, such as, a public program or outdoor skill activity.

*Students are 34% more likely to attend a PCC public program after learning about PCC activities at the outdoor skills program.*

Students will visit the PCC website for additional information on environmental issues and activities.

*Students are 35% more likely to visit the PCC website for additional information on upcoming activities and environmental issues after participating in the outdoor skills program.*

Students will visit a new park and participate in the outdoor skill.

*Students are 39% more likely to visit a new park and participate in the newly learned outdoor skill.*

**OLD Outcomes**

Students will encourage two family members or friends to join them in an outdoor activity.

Students will visit two new parks or recreation areas in the next six months.

Students will make personal choices that will help improve Iowa's environment.

Students will continue to participate in an outdoor activity six months after conclusion of the program.

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<sup>1</sup> Measurements of production, such as number in attendance at a workshop.

<sup>2</sup> What important things happen as a result of the project, such as a documented change in behavior or new concepts learned.

Following is a list of additional comments the students put on the evaluation forms:

This was fun! (Repeated dozens of times)

I had a great time! (Repeated many times)

I love the Geocaching activity it was really fun

I never new anything about this activity until you came to our school today

I like the GPS systems and how you use the compass

I had a lot of fun, thanks for taking me

Thank you for letting us canoe, it was a lot of fun

This was really cool

It was really fun. I would have never done it on my own

It was fun and taught us how to use team work

I have never canoed before

I liked it and I learned more about the pole itself

I know how to fish

It was very fun, I like fishing, Lori was very helpful

Very fun, didn't catch fish, but I put on people's worms

It was fun but nasty

It was fun, I helped a friend catch a fish

This was very fun but I didn't catch any fish but it was still fun

I didn't know how to fish

I had fun and I tried to put on my own worm

This was very fun, even though I did not catch a fish. I will next know next time how to

Fishing is awesome

I like to fish, fishing is fun, Lori is really cool

Not very fond of worms or fish

It was all right but I am not an outdoors person

It was something new. I don't really like nature but it was nice to learn about it

I like the GPS, finding the 2 things at the end was fun

Canoeing is great

It was quite challenging ant scary, snakes

This was fun, we should do it all again

I loved it, it was very fun except for my cut, I just loved it

Something new and fun educational

I like nature better than before because I thought nature was nasty before but now I don't

I can't wait to share it with my friends it was the best!

I learned about trees and animals

The best thing was the really big tree, but the pooh stuff was mean!

Rock on

I thought it was fun and wish *show- em'- whatcha- you- got* was having it again!!!

I loved this hike it was amazing

I think the activity would have been better if I was dressed better

It was nice to get outside and walk around

The hike was great, wonderful

It was really fun, I can try the pet thing and know where a beaver has been

It was cool and I get some exercise while learning

"all tens"

I had a bunch of fun even though my animal died

I had a lot of fun, I enjoyed this hike

It was Ok and I probably wouldn't do it again  
 It was very fun, I enjoyed it very much, thanks!  
 I loved it  
 I like hiking I will try it in the park by my house  
 I will go again  
 It was ok but will not do it again  
 I really thought it was really cool and want to do it again  
 It was very fun and educational. I learned about beavers and seeing a lot of beaver chewed trees  
 I really would like to come to all the programs  
 It was a great time. My animal died  
 Cold!!!  
 It was fun and I got cold  
 Was ok  
 I loved this experience, it felt like I was in the Rockies  
 This was the best game I ever played  
 I think snowshoeing was fun and got them out of the box for teens – (leader comments)  
 No I did not like the outdoors  
 It was kind of fun but very hard to walk in (snowshoes)  
 I enjoyed learning how to survive in the outdoors, mostly during the spring  
 Arthur was very funny  
 Thank you for telling us all the new things we learned today  
 It was fun, I got to play with my friend, I hit myself in the back when I was running, it hurt really bad, plus I fell right down the hill  
 I thought it was going to be hard but it wasn't at all. It was also a very fun thing to do  
 It was very fun when we were learning about hypothermia  
 I didn't like this activity at all, I don't like being outside during the fall and winter, so I wouldn't do this activity at all,  
 I wouldn't go to any of these activities  
 I didn't like this activity, I am just not interested in these outdoor activities, I wouldn't ever want to come  
 I had a lot of fun trying this activity and I hope we can do it again  
 I liked this class!  
 I didn't like it (two responses)  
 Ice water is very, very cold  
 It was fun going snowshoeing  
 I loved it, it was cool, It made me feel like big foot (snowshoes)  
 I think this program was fun and I would suggest it to some of my friends  
 I like the snow shoeing

### **Teacher Evaluation Results for the 2005-06 Outdoor Skills PARTY Grant**

The SUCCESS Case managers from Meredith, Hoyt, Callanan, McCombs, Summit and Southeast Polk middle schools, submitted these evaluations in June.

1. Which outdoor skills programs did your students participate in?
  - GPS/Orienteering - **Yes-5**
  - Canoeing – **Yes -4**
  - Fishing – **Yes - 3**
  - Winter Survival Hike –**Yes-2**
  - Snowshoeing

2. As an instructor, would you consider doing these classes again next year? **6 –Yes’s**

If yes, which classes would you choose?

- **I would definitely do the GPS/Orienteering activity again. It was set up very well and the students enjoyed it a lot.**
- **Absolutely, both sessions were informative and fun. We also appreciated the transportation assistance. We would like to do both again next year.**
- **I would absolutely do these classes again. I would choose any of them. The ones that we did were terrific, but I’d like to try others.**
- **We enjoyed all three. We would choose the three classes we did not get to participate in this year (fishing, snowshoeing, and hiking). This would allow our seventh graders going into eight grade additional opportunities with the outdoors instead of the same experience.**
- **Yes, all three that we did this year and more if we had time.**
- **The instructor is well trained and experienced with working with students of all ages.**

3. Based on your observations, how did your students benefit from these activities?

- **They benefited from the opportunity of learning how to use the technology and gaining self-confidence through being able to navigate with it and complete the activity.**
- **Most of the girls had never been canoeing, yet they all tried and were successful at facing their fears, they showed great team work and supported one another, the group learning canoeing basic that we discussed as applicable to life lessons. None of the girls in our group had previously participated in a GPS activity, but they were very eager to learn. Orienteering was fun for the students and it also helped to get them technologically connected to updates in science. Many of our students would not have the financial resources to participate in these activities outside of our group.**
- **My students learned a lot from the programs. They became interested in the activities they were exposed to. Many of them had never experienced fishing, canoeing or using a GPS. I heard many times how they were going to talk to their parents about trying an activity with them.**
- **The canoeing promoted teamwork (unloading and loading the canoes, and of course, getting the canoe to go the direction they wanted). This was a great beginning of the year activity and we are glad we went in the fall.**
- **They were able to learn about new skills, or be reminded of skills they already have the can keep them active and knowledgeable about the outdoors and their environment.**
- **The students benefit just from life experiences that come with participation in these activities.**

4. What changes would you recommend to make the program more effective or beneficial?

- **I don’t have any changes to recommend.**
- **I thought the program was very effective and through**
- **I really can’t think of any.**
- **We really loved our relationship with Polk County Conservation. Each naturalist was very friendly and knowledgeable. We also liked how adaptive they were to certain situations (no snow for snowshoeing, so we went on a winter hike). We have no changes that need to be made.**

- **No changes come to mind, the instructors were so helpful and flexible and related well with the girls.**
- **None. The program was well planned all of the students enjoyed themselves and each other.**

5. Did you gain new knowledge on outdoor skills by attending these classes with your students?

- **Yes, I had never had the opportunity to use a GPS machine and I also learned about the activity of geo-caching**
- **Yes, I learned right along with our students and I gained information about Polk County Conservation services.**
- **I learned a lot about GPS and orienteering. I had never used a GPS system before. The other activities I did a lot as a child.**
- **How to dress for cold weather activities was very educational. We Iowans tend to hibernate because we don't know how to dress properly. We also learned about GPS, which is used more and more these days. Geocaching was new to almost all of us. Also, Patrice drew our attention to things in nature that are sometimes unnoticed during our nature hike.**
- **Yes, I had never canoed before and I was able to learn. Also the little facts they teach the girls are helpful reminders or new knowledge for me.**
- **I like the outdoors especially the fishing. I have always been taught if you want to fish try catching your own. This was an old saying my father always said who was a great fisherman. He taught me how to fish and reel out a fishing rod. This was my life experience and that is the reason I wanted the girls to learn this survival skill.**

6. Did you visit new park areas as a result of participating in these classes?

No – 2 Yes-1

- **Since McCombs is so close to Ft. Des Moines Park we use it frequently because it is so convenient.**
- **Even though Yellow Banks is close, many of our girls had not been there before. Also, canoeing at Thomas Mitchell was delightful. It's important that they know these natural areas are close by for them and their families.**
- **No, but I have talked to my friends about doing it this summer; that is canoeing and fishing.**
- **Yes, the girls always enjoyed venturing out to new areas of the city.**

7. Would a curriculum guide centered on these outdoor skills be a useful tool for you?

- **It would be nice to use as a follow up tool.**
- **It would be fun to be able to do some follow-up with a couple of the activities.**
- **We enjoyed the introductions from each of the naturalists. They prepared them very well for each activity. A curriculum guide isn't necessary.**
- **Yes, and no. It could be but is not necessary. I think what the girls like about these activities is that it is hands on, not a lecture and they are leaning through fun. Almost accidental learning, they don't realize what are intentions of teaching them these skills, they just see it as having fun, if we add a curriculum or lesson it might take away from their eagerness to try something new.**
- **Yes very useful. A curriculum is a learning tool that can be used many times throughout the school year.**

8. Would you be willing to pay for these outdoor skills classes?

If so, how much?

- Depending on our budget for the year – it was very nice to have them offered at no charge.
- Yes, it would depend upon our other programming costs throughout the year
- We would be willing to use some of our grant money to pay for the classes. I think that \$75 per class would be reasonable.
- We would be willing to pay \$20 per session for these classes. Maybe we could pay \$20 and a grant could pay \$20. (50/50)
- Yes, as long as it was reasonable for our budget. For example if canoeing was \$3-\$5 a girl. We would still do it.
- Our program has limited funds, but if our budget was more, it would be possible to pay for these classes.

9. Other comments.....

- Heidi and Lori were wonderful facilitators!
- We had a fabulous time participating in the activities that Polk County Conservation organized. They were great experiences for our girls, and they truly enjoyed them. The activities were well organized and the Polk County Conservation representatives worked very well with the girls!! Thank you for your hard work!!
- Thank you so much for your time and what you've offered the girls this year and I hope we will have this opportunity again next year.
- The students enjoyed the skill classes very much hope to see you next year. Thanks.

7. Final report only: What were your one to three most effective marketing tools (i.e., conferences, e-mails, flyers, news releases in local papers) and why? Describe your use of them.

- Networking with other established after school program was essential to the success of this program.
- Providing a flyer at the teacher in-service, which stated the purpose of the PARTY program and provided our contact information was an additional asset to getting the program up and running.
- Word of mouth and enthusiasm from the instructors and the students kept the program demand strong from Fall 2005 into Spring 2006. PCC has already received programming request for FALL 2006. PCC has conducted PARTY programs for the 2006-2007 school year.

7. Final report only: Please summarize your project, in 250 words or less. This summary will be published on the iowaee.org website as your Final Report Summary. The primary audiences for iowaee.org's website are formal and non-formal educators. The final report should include the following, in the order and bulleted format shown below:

- Project title and Project number:
- Contact person:
- Organization's name, address, website, phone and e-mail:
- Project beginning and ending dates:
- Amount of REAP CEP grant award:
- Project's purpose and targeted audience:
- Project highlights:
- At least one but no more than six photo(s) of activities in jpeg format (*Be sure to secure subjects' written permission to allow for use of photo(s) as REAP CEP deems appropriate. Provide photo descriptions and identification of people in the photo(s), and include names of all parties for*

*whom permission was garnered. Note: Receipt of permission to use photos is your responsibility as a grantee, not REAP CEP's.)*

**Please carefully write and review the summary to ensure it is in publishable format.**

**Project SUMMARY:**

**Project Title: P.A.R.T.Y. (Playful Active Recreation: Targeted for You)**

Project Number: #06-09

**Contact information: Patrice Petersen-Keys, Environmental Ed. Coordinator, Polk County Conservation, 11407 NW Jester Park, Granger, IA 50109 (515) 323-5359 [ppeters@co.polk.ia.us](mailto:ppeters@co.polk.ia.us)  
[www.leadingyououtdoors.org](http://www.leadingyououtdoors.org)**

**Project Began: July 1, 2005**

**Project Ended: December 31, 2006**

**Award amount: \$30,080**

**Project Purpose:**

PARTY (Playful, Active, Recreation: Targeted for YOU) is a pilot program to get teens active in the outdoors through after-school programs. PARTY will develop a curriculum for five different outdoor skills, integrated with natural resource concepts. A Polk County Conservation naturalist will pilot these curriculums to teens in the Des Moines metro area.

**Project highlights:**

The PARTY grant rippled with success from the 580 middle students who received outdoor skill instruction to the networking and collaboration with a variety of youth education agencies. PARTY, also known as, “Playful, Active, Recreation: Targeted for YOU”, was a pilot program to get teens active in the outdoors via after school programs. The teens received instruction in snowshoeing, winter survival hikes, canoeing, fishing, orienteering and geocaching. The REAP/CEP grant provided Polk County Conservation with the funds necessary to fill an important niche for outdoor skill instruction to an often hard to reach middle school age audience.

The evaluations provided data on the success of the program. Based on the post student evaluations, 89% of the students recalled skills learned from previous outdoor skills instruction via the PARTY program. 100% of the teacher evaluations received indicated they would schedule future outdoor skills classes. The teacher evaluations, also, reported... “Their students became interested in activities they were exposed to, and...many of the students had never before experienced fishing, canoeing or using a GPS unit”.

Networking and collaboration with youth education agencies was another key factor in the success of the PARTY program. Polk County Conservation collaborated with the Chrysalis after-school SUCCESS program and the Polk County Extension – “Show em’ Watcha Got” after school program for Des Metro area middle school youth. Because of the success of this collaboration, PCC is currently working with these and other area youth agencies in establishing additional environmental/outdoor skills programming opportunities for metro-area youth.

**7) Remember: Include a completed Project Expenditure Summary with your midterm and final reports. (See report on following page)**

## 8) Other comments?

- PARTY program offered the opportunity for inner-city youth to have outdoor experiences they would most likely not do on their own, due to a lack of financial resources and a lack of outdoor knowledge of the resources in their area.
- The success of this grant was made possible due to agency collaboration and use of in-kind resources, i.e. PCC's outdoor equipment and vehicles, and in-kind staff contributions from the collaborating agencies.
- This grant demonstrated a need for future outdoor skills programming with a primary focus being on the new technology of the GPS unit and participating in Geocaching. This was one of the most requested outdoor skill classes by the students and teachers.

## Part II—Project Expenditure Summary

Please submit this completed form, along with Part I, via e-mail to [salterberg@uni.edu](mailto:salterberg@uni.edu)

**Grant Recipient (organization name): Polk County Conservation**

**Project Title: PARTY (Playful Active Recreation: Targeted for You)**

Project Number: #06-09

**Check one:**  Midterm report (covering July 2005-Mar. 2006 activities) **DUE: Apr. 15, 2006**  
 Final report (covering Apr. 2006-Dec. 2006 activities) **DUE: Jan. 15, 2007**

**Note:** The Midterm and Final Expenditure Summaries may be close estimates of expenses. These are e-mailed to [Salterberg@uni.edu](mailto:Salterberg@uni.edu). The Final Project Billing Form shall be submitted as a hard copy to the DNR (Kathleen Moench) within 60 days of project completion and **must include actual expenditures.**

Budget Line Item (A)	Approved Budget (B)	This Period Expenses (C)	Year-to-date Expenses (D)	Remaining Balance (B-D) E
1. Personnel (Salary and Fringe)	26,096	13,048	26,096	0
2. Travel	1,250	938.10	1253.28	-3.28
3. Supplies	0			
4. Other (combine "Contractual" and "Other" categories here)	0			
5. Indirect costs	2,734	1,100	2740.40	-6.40
6. Total	30,080	15,086.10	30,089.68	-9.68

**Note:** Changes in the proposed budget that deviate from any line item by 10% or more must be approved before the expenditure occurs. Contact CEP Contract Monitor, Susan Salterberg, at [Salterberg@uni.edu](mailto:Salterberg@uni.edu) or 319-337-4816 to request changes. She may approve small changes and subsequently inform the REAP CEP Board. If she is uncertain, she will present those requests to the REAP CEP Board and inform grantees of Board's decision. The Board may request additional information, and may or may not negotiate a revision to the contract to allow for expansion or modification of services. If a revision is granted, no increase in the total amount of the grant award shall occur. Once approved, the DNR director or the REAP CEP coordinator will provide a written amendment to the agreement.

Susan Salterberg, CEP Monitor, shall be your first contact regarding changes to the proposed budget.